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ABSTRACT

Directed to Oregon administrators and language arts teachers at all instructional levels, this publication discusses numerous aspects of a goal-based language arts curriculum. Separate sections deal with goal-based planning for the language arts; assessment; relating language arts instructional programs to minimum standards; language arts program goals; relating classroom instruction to the total goal-based language arts program; developing elective courses in language arts; suggested language arts skills for each grade level from kindergarten through grade 12; suggested language arts program content; reading in the content areas; teaching reading in language arts classes; teaching career education as part of the language arts program; and resources available to the language arts teacher. Appendixes provide self-evaluation checklists for the department chair, for the teacher, and for the principal, along with suggestions for construction, administration, and scoring of an informal reading inventory. (GW)

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Field-Test Edition, 1977



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FOREWORD

Language Arts Instruction K-12 is a written field draft which began seriously in September 1976, with the organization of the Oregon Department of Education Language Arts Advisory Committee. The subjects discussed in this publication emerged as a result of two significant influences:

The Oregon Department of Education's commitment to a goal-based system of curriculum.

The identification of typical language arts curriculum problems as understood after a number of years of accreditation visits by the Oregon Department of Education.

This publication is written for administrators and language arts teachers at all levels of instruction in the schools of the state. Hopefully, the material might be used also in teacher education institutions in preparing prospective teachers with information to offset anticipated problems they may encounter.

It is vital that the reader view this publication as a resource that states contemporary school problems and suggests solutions for educators. The reader will also notice that major concerns in this publication relate to organizational problems rather than to in-class, instructional "how to do it" discussion. At this point, districts are discovering that organizing programs where curriculum elements have to dovetail logically into one another is a difficult but necessary thing to do. Therefore, organization is a priority issue. Perhaps in future publications new curriculum problems will take priority. At any rate, the Department intends to publish periodic supplementary material which may be added to the present publication, thus making it a publication always in tune with contemporary instructional concerns.

Verne A. Duncan
State Superintendent
of Public Instruction

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This publication would not have been possible without the generous help of members of the Language Arts Advisory Committee who, despite their own full programs, were willing to take time to meet, discuss, review and modify original material. The Department expresses warm gratitude to the following members of that committee:

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GOAL-BASED PLANNING FOR LANGUAGE ARTS

Background: The Value and Scope of Goals

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out. Once these goals are identified, understood and organized, other components fall into place and a goal-based system exists.

In language arts, just as in any other instructional program offered by an educational system, a sense of *purpose* and *direction* is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the language arts teacher be concerned? These are questions to be answered before effective planning of a language arts curriculum can proceed.

Each teacher must realize that planning a language arts curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals, goal setting, and competency identification activities the Oregon Department of Education prescribes provide districts with a common reference for the planning process. In goal-based planning, teachers must consider four levels of goals: state goals, district goals, program goals and course goals. They must also consider student competency and state-defined competency areas.

Goal Relationships

State Goals answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

District Goals answer the question: What do the local community and its schools think a student ought to get out of local schooling, and how is that to relate to state goals?

Program Goals answer the question: What do the local curriculum planners and language arts teachers think a student ought to get out of language arts, and how is that to relate to district goals?

Course Goals—Secondary (and *Unit Goals*—Elementary) answer the question: What do the language arts teachers think a student ought to get out of a language arts course or unit, and how is that to relate to program goals?

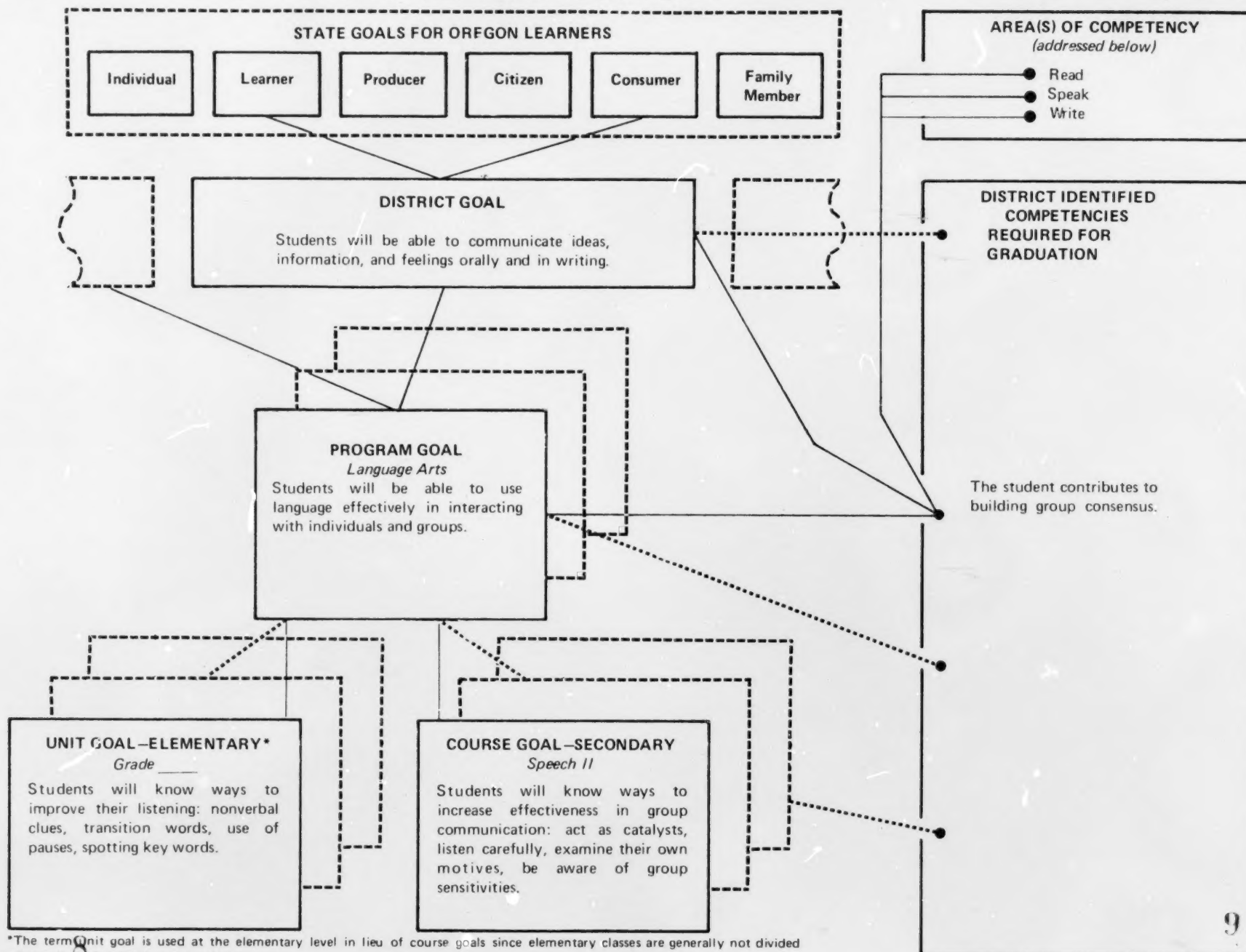
State Competency Areas answer the question: In what areas must students *demonstrate* competence for graduation?

Competency, then, answers the question: What have students demonstrated they can do with what they have learned?

The relationships among each of the above components is illustrated in Figure 1 on the following page. Note that competencies may be stated broadly or specifically depending on how extensive the district desires a particular demonstration to be. Figure 2 illustrates how the various goal levels will relate to each other.

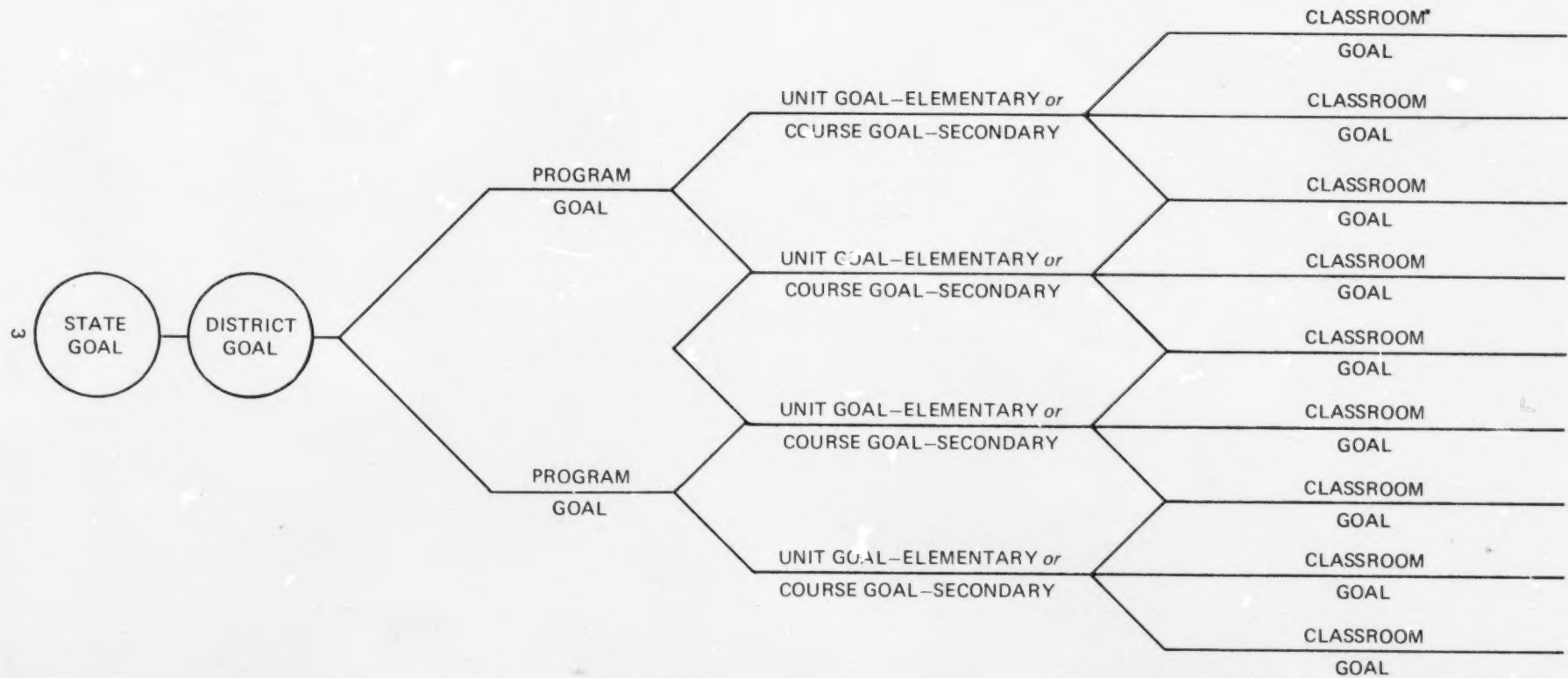
FIGURE 1

SAMPLE COMPLEMENTARY GOALS AND COMPETENCIES



*The term Unit goal is used at the elementary level in lieu of course goals since elementary classes are generally not divided along the high school course pattern.

FIGURE 2
RELATIONSHIPS OF GOAL LEVELS



*The term "classroom goal" means the particular student outcome or outcomes in terms of skills that a teacher anticipates. They may be competencies (see next page).

Figure 2 on the previous page demonstrates that there are many program, course and classroom goals that support the district-level goals and the state goals for learners.

The system of goals and competencies just described and illustrated in Figures 1 and 2 is intended to help teachers, program specialists and administrators to plan their own language arts program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. It should not be used to limit what is planned. Rather, it should be used as a starting place.

Even though goals, competencies and performance indicators are defined in *Elementary-Secondary Guide for Oregon Schools: Part I*, considerable confusion has come about in some districts concerning the meanings of these terms. Help may be found in *Elementary-Secondary Guide for Oregon Schools: Part II*, and the following examples are offered for clarity:

GOAL 1. A goal is a statement of desired learner *outcomes*. It may be a statement made at various levels of school operations; i.e., unit or course, program, district.

EXAMPLE: Students will be able to speak and write effectively when addressing different purposes and different audiences.

COMPETENCY 2. A competency is an outcome statement that has *application* built in it. When established as a graduation requirement, a competency answers the question: What must students demonstrate they can *do* with what they have learned in order to satisfy a district's graduation requirements?

EXAMPLE: The student contributes to building group consensus.

GOALS &
COMPETENCIES 3. All goals may not be competencies, but all competencies may be used as goals. Goals are often written about the *acquisition* of knowledge and skills. Competencies are often written about the acquisition but ALWAYS about the *application* of knowledge and skills.

PERFORMANCE
INDICATOR 4. A performance indicator is usually a statement suggesting particular measurement of the outcome.

EXAMPLE: After participating in group discussion, the student will identify instances where verbal and nonverbal blocks occurred and point out the reasons.

ASSESSMENT

Why assess? The assessment activity is critical to sound instructional planning. Once a school and its community reach a mutual understanding of what schooling is to accomplish (once goals and graduation requirements are set), there is a need to know whether those outcomes are being reached.

In the Goal-Based Planning for Language Arts section of this publication, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals—secondary/unit goals—elementary.

Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the language arts program helping them to reach those outcomes? The quality of the answer to these questions depends on for what purposes (group or individual) and how well assessment activities are designed and carried out.

If it is desirable to know the kind of overall job the language arts program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

In group assessment, *Phase I* in Figure 3 calls for having the assessment focus on whether the acceptable majority of students is attaining established goals. *Phase II* calls for identifying the needs of groups of students. *Phase III* calls for adjusting goals, courses and major activities to create program improvement.

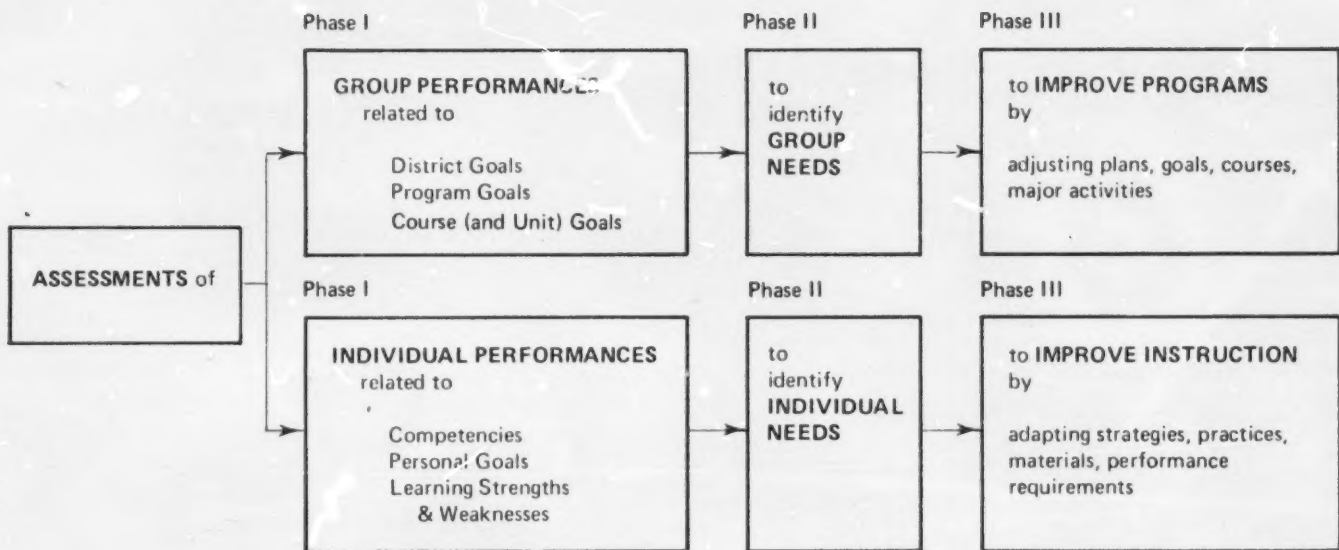
In individual assessment, *Phase I* calls for focusing assessment on the needs, interests and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. *Phase II* calls for actually identifying these strengths and weaknesses through assessment, and *Phase III* calls for improving the instruction to overcome the individual weaknesses.

For a successful assessment program in any district, teachers must be capable of doing all three phases of individual assessment. They must contribute and work well with curriculum leaders to construct a successful group performance assessment as well. Too often, teachers are able to do Phase I of the individual assessment but do not carry through with Phases II and III.

The following rhetorical questions are submitted as guide for a successful assessment process. The answers to these questions will pinpoint strengths and weaknesses of the assessment process.

- I To assess the district goal attainment, answer the question:
To what extent are students attaining the outcomes of schooling the community and schools desire?
- II To assess program goal attainment, answer the question:
To what extent are students attaining the outcomes language arts teachers and curriculum planners desire?
- III To assess course goal or unit goal attainment, answer the question:
To what extent are students attaining the outcomes language arts teachers desire for a specific language arts course or unit?

FIGURE 3



IV To assess competency attainment, answer the question:

To what extent is a student demonstrating desired *applications* of what has been learned?

V To assess personal goal attainment, answer the question:

To what extent is a student attaining those outcomes he or she has designated as personally important?

VI To assess learning strengths and weaknesses, answer the question:

What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to the above questions, the assessor must carefully screen student performance. The performance indicators which will serve to guide the assessment activity in producing the most needed information must be as accurate as reason and care can make them.

RELATING LANGUAGE ARTS INSTRUCTIONAL PROGRAMS TO MINIMUM STANDARDS

The State Board of Education established new Minimum Standards in June 1976. To meet these new requirements in the instructional program section, districts are in various stages of developing goal-based curricula which pay special attention to three basic skill areas: reading, writing and computation. Some elements of these skills will be taught not only in language arts classes but in other classes as well. The task of organizing, implementing and assessing such programs is considerable, and various districts are at different levels of accomplishment. In order to give districts time to complete the tasks in logical steps, the Oregon Department of Education established the following timeline schedule for compliance:

Date	Compliance	Elementary/ Secondary Guide for Oregon Schools, Minimum Standards
9/1/76	Written district-level goals in all areas of study.	581-22-208 (1) (a)
9/1/76	Written program goals in all areas K-12.	581-22-208 (1) (b)
9/1/77	Written course goals in all areas of study (grades 9-12).	581-22-208 (1) (c)
9/1/79	District chooses any three programs (language arts, social studies, science, etc.) and assesses the basic skills (reading, writing and/or computation) as developed or applied in these programs. For example, if language arts is chosen as a program, reading and writing is assessed but probably not computation. On the other hand, if science is chosen, it is possible that all three (reading, writing and computation) might be assessed. Assessment results are reported to the community.	581-22-208 (2)
9/1/80	Districts develop needs identification related to assessments.	581-22-208 (3)
9/1/81	District will have assessed the basic skills in reading, writing and computing, in six programs and will have reported results to local community. The assessment plan in a given district will be reviewed by the Oregon Department of Education during standardization and evaluative criteria sessions.	581-22-208

MINIMUM STANDARD 581-22-208 states that following each needs identification, DISTRICTS WILL DEVELOP A PLAN FOR PROGRAM IMPROVEMENT "by September 1, 1980, at least in reading, writing and computing in those programs selected for assessment."*

LOCAL PROCEDURES: The foregoing requirements were designed to stimulate districts to plan programs that would include instruction with a two-fold purpose: to give every student an opportunity to reach the *district* language arts goals, and to fulfill the *state* graduation requirement for language arts.

*Elementary/Secondary Guide for Oregon Schools, Part I, Minimum Standards for Public Schools, Salem: Oregon Department of Education, 1976.

DISTRICTS, therefore, using their needs identification information based on proper assessment will by September 1, 1979, adopt local procedures that will:

- (1) Identify individual's learning strengths and weaknesses.
- (2) Provide learning opportunities for students responsive to their needs.
- (3) Determine progress students make in their educational programs.
- (4) Maintain student progress records and report the information to parents and students.*

Language Arts Graduation Requirements

Within the overall requirements of program planning and instruction previously discussed, the Minimum Standards (see 581-22-226) address the need for each district to implement Board-adopted high school graduation requirements for students in grades 9 through 12, beginning with the graduation class of 1978.

One *basic* requirement is that a student must earn a minimum three units of language arts credit for high school program completion. As of September 1, 1977, districts are to have written planned course statements for all language arts courses in grades 9 through 12.

In addition, the district will develop minimum competencies in language arts that a student can read, write, speak and listen at the level that the district deems minimal. (Minimum Standard 581-22-231.)

*Minimum Standard: 581-22-218.

LANGUAGE ARTS PROGRAM GOALS

The Oregon Department of Education believes that all districts should develop their own local curriculum of instruction. There is just enough fluctuation of needs in terms of emphasis in each district that no rigid goal-pattern would be satisfactory to all. However, since some standard is needed for assessment, the Department of Education offers the following goals, adapted from the Tri-County Goal Development Project, for district consideration:

Recommended K-12 Language Arts Program Goals*

- PG1 The student comprehends the printed material needed to succeed in educational, vocational and social interests and activities.
- PG2 The student responds to literature in subjective, analytic and evaluative ways.
- PG3 The student interprets literature and the humanities as a reflection of the life, values and ideas of this and other cultures.
- PG4 The student effectively uses language in interaction with others, gaining and improving group communication skills.
- PG5 The student recognizes that ideas are expressed in many ways: dialects, verbal modes, styles and usage levels, associations and points of view.
- PG6 The student writes honestly, creatively and clearly.
- PG7 The student adapts his speech and writing to different purposes, audiences and communication forms, using appropriately the mechanics and conventions of writing and speech to assure accuracy and clarity.
- PG8 The student acquires, interprets and evaluates information through purposeful and critical observation and listening.
- PG9 The student knows how language adapts to the needs of people through time.
- PG10 The student effectively expresses and interprets ideas, attitudes and feelings in nonverbal ways.
- PG11 The student knows that experience in the world is given meaning and shape by language.

*K-12 Course Goals in Language Arts. Clackamas/Multnomah/Washington counties publication, 1970.

PG = Program Goals. The listing is coded for identification only.

RELATING CLASSROOM INSTRUCTION TO THE TOTAL GOAL-BASED SYSTEM LANGUAGE ARTS PROGRAM

A major difficulty in existing language arts programs in Oregon is the difference between what is being done in a particular classroom and what the general program, in terms of curriculum development on paper, appears to be.

Regardless of the nature of the program, traditional, elective or any other approach, this situation prevails in many places. Why this duality exists is readily understood.

For years, the individual teacher designed his/her own program in terms of goals which seemed significant to local needs. Although it is important that a teacher does design his/her program, the trend of education has been steadily going toward a goal-based system that is larger than the need of a particular classroom. Therefore, teachers must now concern themselves with a larger view of language arts. They need to know what part they play in the district language arts curriculum program. Administrators, in turn, need to know what should be happening and what is actually happening in a classroom.

In a sense, there is now a calling for general reorganizing of total language curricula. Elementary school teachers need to know what is happening at other elementary levels as well as at the junior and senior high school levels. High school teachers need to know what is happening in the elementary and junior high classes. Administrators in each school need to know at least what *major* language skills are being taught at what levels.

Thus, in the many accreditation programs conducted by the Oregon Department of Education, districts continually are urged to establish language arts curriculum committees at the district level to reorganize language arts programs. Such committees should be composed of representatives of language arts programs, K-12, community and student body representatives. The tasks of such language arts committees are essential.

One of their first tasks might be to establish a point of view, a *philosophy* for the total language arts program. Although it may seem redundant to seek another philosophy, it has proved true that when teacher groups sit down and write out a short, succinct department rationale for teaching composition, for teaching literature and for teaching language study, they discover often that they do have *differences*. These differences need to be resolved so that their committee can establish a *common* framework to which all courses would be related.

As they work toward this common framework, teachers may find that their individual positions have shortcomings. They may find that their reasons for teaching language arts do not include considerations for all students. They might discover that their basic design conforms to college and junior college needs rather than to all the students in a high school. They may find that they have a liberal, not so liberal or very conservative attitude in general on what should be taught in a language arts program. Thus, in sharing their versions of department rationale, teachers soon realize that a general point of view must prevail.

Another challenge for a district committee would be to establish agreement on an acceptable organized program of instruction that guides what should be taught in different instructional segments or courses from K-12.

To meet the new language arts requirements set by the Oregon Department of Education for a minimum K-12 program, many districts will have to review their present language arts program. At this point, a district's district-level language arts committee could be called in to make decisions related to reexamining district program goals, agreeing upon essential language arts skills, developing graduation competencies, refining performance indicators, assessing programs

and individual student improvement. Organizing and making all district levels of instructional personnel knowledgeable about the elective system, which usually exists from grades seven to twelve, is another major task for the committee; for the elective system in language arts is here to stay in one form or another.

Districts over the past ten years have developed at the junior high or high school level many quarter, semester or yearly offerings in literature, composition and language study. At its best, each elective system becomes a well developed program understood by all language arts teachers, including those instructors at the elementary level. At its worst, the elective program becomes a fragmentation of the traditional program, and it is known only to the few instructors who teach or design the program.

Too often, a district will have, for example, a senior high language arts elective system that is divorced from a program at the junior high school, which in turn is divorced from the elementary language arts program. Therefore, language arts committees need to review these elective systems and determine where they fit in an organized, district, K-12 language arts program.

DEVELOPING ELECTIVE COURSES IN LANGUAGE ARTS

It is not surprising that there is a prevalence of language arts elective systems in Oregon schools. Such programs allow teachers to concentrate on their strengths, give students more openings from which to choose courses, and create more flexibility in the general program. Recommendations as to how elective systems should be developed in terms of their relationship to a total language program are therefore in order.

When electives come into the picture, teachers may not refer to a general scope and sequence for guidance. Usually, they cannot point to a textbook and say that they are following it. Yet they are expected to teach communication skills in some measure of progression regardless of the type of program they plan. This expectation is particularly true now that the Oregon Department of Education is calling for a goal-based system of education for all schools. This system implies the need for a plan that fits each new elective into the goals and instructional design of the school as well as the district.

In developing such a plan, the design should be worked out by the whole department of a high school or junior high so that it identifies at least the major skills taught in each elective. To visualize this overall scheme, many schools may construct a chart that pinpoints the basic skills and locates where they should be taught in each elective.

There is danger in this projection, when teachers take it so precisely that they attempt to identify and compartmentalize every single little skill that appears in the elective. Such an approach defeats the purpose of the chart, turning it into an overwhelming assignment. Rather, the teacher should identify only those major skills or concepts that tend to make each elective somewhat unique from any other. The chart, once completed, would be a general indicator of what the total program is stressing in skill instruction in various courses.

This chart becomes a valuable instrument used to modify or adjust certain electives so that particular skills needed but not listed may be brought in. The chart might indicate that teachers should take another look at the courses they offer and the skills they stress. Also, it is valuable to administrators and department heads who can, upon request, identify immediately skills taught in any elective.

Skills charts of this design could be used not only for high school, but for other levels of the instructional program as well. The following three charts (Figures 4, 5, 6) illustrate how a district might identify where some essential skills are being taught at the elementary level, at the junior high level and at the high school level for both required and elective offerings.

SAMPLE

FIGURE 4
LANGUAGE ARTS ESSENTIAL SKILL CHART—ELEMENTARY LEVEL
Grades K-6

	K	1	2	3	4	5	6
Listening							
For information	X	X					
To follow directions	X	X					
To ask questions	X	X					
Speaking to							
Give directions				X	X	X	X
Organize expression					X	X	X
Participate in groups	X	X	X	X	X	X	X
To enunciate clearly				X	X	X	X
Reading to							
Interpret printed symbols	X	X	X	X	X	X	X
Locate information					X	X	X
Recall information		X	X	X			
Organize information						X	X
Interpret information							X
Writing to							
Organize ideas on paper					X	X	
Use caps, correct punctuation and grammar						X	X
Order words for clarity							X
Master spelling principles					X	X	X
Write legibly					X	X	
Use transition words							X
Use references							X
Develop paragraphs							X

NOTE: The chart above is intended as a sample only. The essential skills come from this publication's essential skill list (pages 17-18). Each district's language arts committee would agree upon the essential skills needed for this program. The X's in the boxes indicate where the skill is introduced or where it is really emphasized. It should not be construed that the skill is not touched upon in those grades that do not have X's in particular boxes.

FIGURE 5
LANGUAGE ARTS ESSENTIAL SKILL CHART
 Level: 7-9 (Junior High)

SAMPLE

	7th Grade English (R)*	8th Grade English (R)	Corrective Reading (E)**	Journalism (E)	Speech I (E)	Humor in Poetry (E)	Biography (E)	Advanced Writing (E)	Short Story (E)
Identifying nonverbal communication skills	X	X		X					
Selecting and evaluating information			X	X					
Using references in presentations			X	X		X	X		
Organizing information for oral or written presentation			X	X		X	X	X	
Identifying connotation and denotation					X	X	X	X	
Using transition techniques (words, phrases)							X	X	
Applying proper usage skills in writing	X	X	X				X		
Deducing from an information base		X			X	X		X	
Reading at a rate appropriate to material and purpose		X				X		X	
Using dialogue			X	X	X		X		
Using proper word order for clarity			X	X			X		

NOTE: The chart is intended as a sample only. The essential skills come from this publication's essential skill list (pages 17 to 18). The X's indicate where the skill is either introduced or where it is strongly stressed in the instruction. It should not be construed that the skill is not touched upon in those courses that do not have X's in particular boxes.

*R = Required courses of all students

**E = Elective courses

FIGURE 6
LANGUAGE ARTS ESSENTIAL SKILL CHART
 Level: 10-12 (high school)

SAMPLE

	Basic Language Arts (R)*	Speech I (R)	Journalism (E)**	Occupational English (E)	Individualized Reading (E)	Modern Short Story (E)	Drama (E)	Literary Analysis (E)	Nonfiction (E)	Expository Writing (R)	Mass Media (R)
Locating and using sections of written materials; i.e., preface, index, table of contents, etc.		X	X					X	X		
Using print and nonreference materials; i.e., atlas, directories, etc.	X		X	X					X	X	
Identifying bias in written and spoken materials		X	X		X		X	X		X	
Using films and other media to provide information	X									X	
Identifying verbal or written evidence	X	X	X				X	X	X		
Recognizing literary forms					X	X	X				
Recognizing and using figurative language					X	X	X				
Understanding dramatic devices					X	X	X				
Expressing ideas in correct words, phrases, sentences and paragraphs	X	X	X	X					X	X	
Understanding author's purpose and identifying with personal beliefs, goals, life plans				X	X	X	X				
Analyzing propaganda, innuendo, implication, fallacies	X			X							

NOTE: The chart is intended as a sample only. The essential skills come from this publication's essential skill list (pages 17 to 18). The X's indicate where the skill is either introduced or where it is strongly stressed in the instruction. It should not be construed that the skill is not touched upon in those courses that do not have X's in particular boxes.

*R = Required courses of all students

**E = Elective courses

SUGGESTED LANGUAGE ARTS SKILLS

With district and recommended state program goals in mind, and realizing that language arts skills are only one component of a highly complex and demanding instructional undertaking, the Oregon Department of Education recommends a district language arts program that will involve proper instruction of essential language arts skills. The Department suggests that all learners, when aided by proper and adequate instruction, should be competent in the skills of: *

SK: A LISTENING

- 1.1 SKA Listen to acquire information
- 1.2 SKA Listen to follow directions
- 1.3 SKA Listen and ask questions

SK: B SPEAKING

- 1.1 SKB Enunciate clearly
- 1.2 SKB Give directions concisely
- 1.3 SKB Organize information and ideas so that they may be expressed in speech appropriate to the content and the speaker's purpose.
- 1.4 SKB Participate in conversation with consideration of other's views.
- 1.5 SKB Communicate effectively in a wide range of situations where verbal and nonverbal communication is used.

SK: C READING-DECODING

- 1.1 SKC Interpret printed symbols as representative of (identify through seeing and hearing and use properly) the fundamentals of language: the alphabet of vowels and consonants, consonant blends, diagraphs, suffixes, prefixes, plurals and other structural adjustments, syllabication, roots and patterns of words, homonym and synonyms, and apply this information to the act of reading.

SK: C READING-COMPREHENSION

- 1.2 SKC Read at a rate and in a manner appropriate to the material and the reader's purpose.
- 1.3 SKC Read to increase comprehension and retention of content.
- 1.4 SKC Read to provide pleasure and information for oneself and others.
- 1.5 SKC Be able to apply meaning to the printed page in terms of locating information, recalling information, predicting and creating from an information base.

SK: D WRITING

- 1.1 SKD Organize and express ideas in writing.
- 1.2 SKD Use capitalization, punctuation, grammar and work forms appropriate to the occasion.
- 1.3 SKD Recognize the importance of word order for clarity.

*The listing is coded for identification only.

SK = Skills. Material taken from the Essential Skills Television Project, Agency for Instructional Television (AIT), Box A, Bloomington, IN, Nov., 1975.

- 1.4 SKD Master spelling principles that will provide the power to spell known and unknown words correctly.
- 1.5 SKD Write a message accurately.
- 1.6 SKD Write with clarity a letter of application, a letter to order equipment or seek information, a friendly letter, a letter of request, a letter of thanks, with knowledge of the purpose and the appropriate form.
- 1.7 SKD Prepare clear, concise directions.
- 1.8 SKD Write rapidly and legibly enough to make the writing "tool" satisfactory and useful to the writer's and reader's purpose.
- 1.9 SKD Review and revise one's writing toward the end of clarity, unity and coherence.

SK: E STUDY AND CRITICAL THINKING (Inquiry and Reference)

- 1.1 SKE Isolate the problem to be studied.
- 1.2 SKE Determine the information necessary to solve the problem.
- 1.3 SKE Follow written and oral directions.
- 1.4 SKE Ask questions.
- 1.5 SKE Use a glossary or dictionary efficiently, recognizing guide words, pronunciation keys, multiple meanings, cross-references.
- 1.6 SKE Use all print and nonprint reference materials including telephone directories; an encyclopedia, an atlas, timetables, maps, graphs, charts, books, magazines, newspapers, tapes, films, directories of specialized information, books of records, catalogues, etc.
- 1.7 SKE Locate title, author, illustrator, publisher, date of publication and copyright in printed materials.
- 1.8 SKE Locate and use the preface, table of contents, index, legends for maps and illustrations, bibliography, and appendix of a book.
- 1.9 SKE Efficiently and accurately take notes from reading, listening, interviewing, observing.
- 1.10 SKE Obtain information from reading, listening, observing, interviewing.
- 1.11 SKE Use efficiently such sources as the card catalog, *Readers' Guide to Periodical Literature*, and a picture guide. Survey information sources to facilitate increased comprehension and retention of the information.

SK: F ANALYSIS AND ORGANIZATION

- 1.1 SKF Select and evaluate information located about the problem being studied.
- 1.2 SKF Classify information under proper headings or in chronological order.
- 1.3 SKF Develop an outline.
- 1.4 SKF Select statements to prove a point.
- 1.5 SKF Recognize bias and emotional factors in printed, spoken material.
- 1.6 SKF Determine whether selected statements represent fact, opinion, propaganda devices to dissuade or convince, stereotypes, cliches, faulty reasoning, deception, inconsistencies.
- 1.7 SKF Select information to support a generalization or conclusion.
- 1.8 SKF Compare and combine information obtained from various sources.
- 1.9 SKF Organize the information obtained for presentation, oral or written.
- 1.10 SKF Organize a report in chart, graphic form, as well as or in lieu of a narrative.
- 1.11 SKF Use films and other media to provide information.
- 1.12 SKF Prepare a table of contents in acceptable form.

It must be kept in mind that the final decision as to what essential skills a K-12 program will have rests entirely with each school district.

SUGGESTED LANGUAGE ARTS PROGRAM CONTENT

School districts are urged by the Oregon Department of Education to develop programs that go beyond minimum standard requirements. Such quality programs should offer learners not only opportunities to become proficient in the basic skills of language arts, but also should provide opportunities for learners to move from the basic skills level to a self-actualization level. With this in mind, the following curriculum is suggested as a basic model for developing a quality language arts program:

Grades K-3: The program at this level focuses on acquisition of basic skills in listening, speaking, reading and writing. In the early stages of communication skills development, learners need to gain a wide background of experiences. In particular, they need to develop the capacity for oral language since this is the key to predict or measure linguistic success at that level.

As students attain aspects of language arts, the curriculum provides for a balance between mastery of actual skill and application of the skill in meaningful contexts. For example, in reading, comprehension skills are learned while the word recognition skills are acquired. In similar manner, written composition stresses the importance of creative thought but not to the detriment of correct form. Whatever the approach, these skills are taught in a manner that fosters a positive learner attitude toward communication skills.

Grades Four-Six: In these grades, specific instruction is provided on using basic communication skills to reach other goals of study while continuing to stress skill development. Learning experiences enable students to gain proficiency in reading and comprehending meanings of words, sentences, paragraphs and stories, and to use glossaries and bibliographies to acquire information and ideas. Students achieve accuracy in spelling, punctuating, speaking, listening and organizing ideas. They write legibly and speak clearly with a personal style that communicates effectively.

Grades Seven-Twelve: As they progress through the upper grades, a sound competency-based system of instruction allows students to perfect their basic communication skills and apply them to more complex frames of reference. They are provided opportunities to demonstrate critical thinking skills by analyzing propaganda, innuendo, implication, logic and evidence, as well as common logic fallacies. Provision should be made to identify and assist students who have not performed adequately K-6 skills.

The program enables students to learn to use various modes of writing and speaking, including description, explanation, argument or persuasion as appropriate to a given situation. In terms of reading, students demonstrate understanding of significant literature, drama, prose and poetry. They are able to use this knowledge as a resource in developing their life styles.

READING IN THE CONTENT AREAS

Whatever curriculum organization a school may have, one fact cannot be ignored: reading competency cuts across the whole curriculum and it must be integrated in the whole school program. Ideally, every teacher should give reading instruction as it is needed in his or her classroom. Too often this does not happen. This is not to say that teachers and curriculum directors do not have good intentions. It is simply that reading somehow tends to end in many schools at the sixth to seventh and, in some cases, the eighth grade. Certainly, it appears that the organized patterns of teaching reading tend to end at those points.

Probably two factors, commitment and training, more than anything else, account for this. The average junior high and high school content area teacher tends to take for granted student reading ability. On accreditation visits Oregon Department of Education teams discover that district after district will have reading test data on individual students available. However, few teachers at the junior high and high school level use this data in relation to their course work. These teachers must be convinced that reading is more essential than they realize. A second factor involves the need for training sessions for all content area teachers. The training does not have to be so sophisticated that teachers become "scared off." Rather it should be the sort of training that can demonstrate a number of common sense activities that can be done in different content area classes to improve the reading level of students.

Content area teachers can see the need for teaching reading in all classes when they discover that reading improvement will enhance their program rather than hinder it. The following rationale can be offered as justification for suggesting that reading instruction is every teacher's responsibility and obligation:

- Few students leave sixth grade reading well enough to read advanced material without further instruction.
- There are reading and study skills for which students have little use until they reach secondary education.
- Most skills that students learn in the earlier grades need to be reinforced.
- Reading skills and subject area content can be taught simultaneously.

A number of years ago the late Dr. Ned D. Marksheffel in *Better Reading in the Secondary School* suggested a minimal list of basic reading skills that are necessary for the reading of any subject matter.* He claimed that every study should have:

- An adequate sight vocabulary of the most common words in English.
- Word recognition and pronunciation skills.
- The ability to use a dictionary independently and successfully.
- The ability to follow written and oral directions.
- An understanding of the meaning of a large number of vocabulary words.
- The ability to get meaning from what is read.
- The ability to organize mentally and to outline material read so that he can recall and use it when needed.
- Some knowledge of how to establish purposes for his reading.

*Marksheffel, Ned, *Better Reading in the Secondary School*, The Ronald Press Company, New York, 1966, pp. 84-5.

- The ability to adjust speed of reading according to his own experience and to determine the reason for his difficulty in the material he is reading and his purpose for reading it.
- The ability to use the index, table of contents, glossary and author's clues found in a textbook.
- A knowledge of when to use additional reference books.
- The ability to use the library and its reference materials."

These expectations are reasonable and necessary, but some teacher training is necessary before these minimum goals can be blended into the content instruction of secondary level teachers. In-service education in reading is one way of achieving this.

Such an in-service session must be well thought out and its content should stress learning instructional techniques that will help students acquire the kinds of skills Doctor Marksheffel suggested. For example, learning how to develop and administer an informal reading inventory* is not very difficult to do; and it will reveal a student's (1) basal reading level, (2) instructional reading level, (3) frustrational reading level, (4) probable capacity level. Knowing how to construct a meaningful sight-vocabulary test will help the teacher make a quick estimate of the approximate extent of a student's vocabulary. Learning how to select appropriate materials through a readability formula is a procedure all teachers can learn quickly! The Cloze procedure, a method of determining whether the reading material is appropriate to a student's reading level, is a reasonably simple but effective technique that all teachers can use. Finally, improving teacher's observation techniques in quickly determining a student's reading status by observing student behavior over a given period of time is a third area of skills development worthwhile for in-service.

Of course, if teachers are to have valuable training sessions in reading, administrative and board support in terms of a sufficient budget for the activity is imperative. Also, determining when to hold such in-service is important.

The optimum time for a good in-service seems to be during the normal school day, although it is realized that many districts cannot afford to arrange an in-service at that time. Some schools have, in fact, conducted in-service during the school day. One district manages to take a half day or day each month. The children go home a little earlier, and the total faculty gets involved in in-service work. This in itself is a tremendous advantage compared to some of the old patterns of in-service where key teachers would attend in-service during the summertime, do most of the work, and then try to orient a staff that was not involved in the actual preparation of the program.

Finally, it must be pointed out that in-service programs can include a variety of approaches, depending upon the purpose of the program. Meetings of teachers within the school system, workshops directed by reading consultants, extension classes for college credit, summer reading programs that include student situations (thereby serving a dual purpose of in-service training and helping children) and closed circuit television involving teachers and students, are some of the means suggested.

*See Appendix IV.

TEACHING READING IN THE LANGUAGE ARTS CLASSES

A great deal of reading instruction can be carried on by the language arts teacher in the regular English class. Doctor Marksheffel suggested teacher practices for the social studies classes that are equally practical for language arts classes.

He suggested that the teacher (1) determine the approximate reading ability of each student and provide him/her with materials at his/her own reading and learning level, (2) teach students how to read materials, (3) help students to understand that certain sections of reading materials that are difficult require purposeful type reading, that study-type materials require accurate, thoughtful associations when reading, (4) teach pupils how to set purposes for reading and teach them why it is necessary to set purposes for efficient reading and learning, (5) teach students how to make use of graphic clues, italics, bold face headings, and word clues (e.g., on the other hand, for example, in order of importance), (6) provide adequate time for students to discuss the material they have read, to disagree, and then to read the same and other materials for clarification of points about which they disagree, (7) teach students to listen, to read, to discuss and to think about all of the available facts before arriving at conclusions, (8) insist that students learn precise meanings of words, (9) use as many visual aids as possible in order that students may be helped to get meaning from the materials that they have read, (10) recognize that concepts are slow in developing and dependent upon facts, experience and maturity.

Often language arts teachers who teach the upper levels automatically assume that by giving general literature reading assignments, students are somehow learning to read. If they are, it is through some sort of osmosis process. Marksheffel maintains that the following skills in reading are necessary before a student can really read and understand literature:

"Finding the main idea of paragraphs, recognizing and using details for supporting an opinion.

"Following oral and written directions, setting legitimate purposes for reading, varying rates of reading according to purpose and experiences and difficulty of the material, and arriving at valid conclusions.

"Mastering word recognition and pronouncing skills."*

Any given high school language arts class in Oregon will have students who cannot handle these prerequisites or who will handle them poorly. Daily laboratory periods in the reading of literature would be very valuable to these students. Perhaps the average language arts teacher at this level cannot do this daily, but he or she can have periodic lab sessions, in a group situation, to (1) establish reading readiness by discussion with the students as to the scope of the course, (2) build an appreciation of the need for reading largely from different materials and different ways. In an individual or small group situation this teacher can:

1. Diagnose the difficulties individual students are having and give special instruction and practice in overcoming these difficulties;
2. Spend time on the vocabulary of the author and give individual students specific assistance in the various structures of the author's writing.

*Marksheffel, Ned, *Better Reading in the Secondary School*, p. 168.

TEACHING LANGUAGE ARTS AND CAREER EDUCATION

During the past several years the concept of career education has been emerging in Oregon and elsewhere. One of the major tenets of career education states that it is not a separate instructional program but is an integral part of each curricular area. The Oregon Department of Education defines career education as follows:

"Career education is an instructional strategy inherent in the basic instructional program to develop attitudes, knowledge and skills, to assist students in making effective choices that will enable them to perform successfully in the producer role, to assist them in related life roles, and to form a bridge between school and the world of work."*

A major goal of any language arts program ought to be to provide students with the reading, writing, listening and other related communication skills that will enable them to function as effective human beings. To be an effective citizen, consumer, family member, individual, learner or producer, each person must acquire and maintain a certain body of language arts skills. That body of skills should be identified by state and local language arts programs. However, too often our language arts programs stop short of providing students with opportunities to apply language arts skills to these life roles, especially the producer role. Students ought to have opportunities to understand the relationship between learning to read, write, speak and listen and living, both in and out of school. They ought to know how their language arts development relates to their career development. Language arts teachers can provide the opportunities for students to know and understand those relationships simply by planning appropriate activities into their instruction. When this is accomplished, career education is being taught.

Now sometimes career education opportunities exist for students in language arts classes, simply by chance. The educator might unknowingly teach some aspect of career education. A hit or miss condition of this nature is not sound curriculum. What is needed is a conscious attempt on the part of the teacher to plan a formal career education program in his/her discipline that will increase the students' personal choices regarding individual career development. To do this, the instructor (in this case the language arts teacher) must accept some significant concepts about career education.

Career development is the sum total of all the educational and human experiences that lead a person into career choices. These experiences may be positive. They may be negative. Too often these experiences happen by chance, not choice. A formal career education program is necessary to increase the personal choice regarding one's own career development.

Career education is the educational process that gives people the skills and knowledge which enable them to make choices about their career development. Career education includes the basic school curriculum, but makes that curriculum more meaningful by relating it to life, at home, at work, and in the community. Career education includes knowledge about jobs and working, and skills in decision making, communicating and problem solving.

Career education includes affective learning experiences that allow the growth of self-understanding, understanding of likes and dislikes, values, feelings and emotions, personal strengths and weaknesses, attitudes toward self and others, and the identification of personal needs. These experiences play a major role in career development and are an integral part of the career education process throughout all grade levels and subjects.

Career education begins in the elementary school and continues throughout the formal schooling process and into adulthood. Career education begins at the awareness level in the elementary

*Definition was developed by members of the career and vocational education staff, Oregon Department of Education, February 1977.

school. It offers students a broad base of career-related concepts, skills and experiences. As career awareness continues, career exploration begins at the junior high level, allowing students to explore a wide variety of occupational areas. At the high school level, students are able to continue the career education process through career preparation programs offering them a chance to apply their skills and knowledge to a broad career cluster or related groups of occupations. Sometime during their high school experiences, students should identify an occupational area in which to specialize upon graduation.

Through an understanding of these basic career education concepts language arts teachers can begin to identify and develop strategies for including career education within the scope of their language arts program. In order to assist the teacher in this process, a closer look at the three major areas of career education (awareness, exploration, preparation) is offered.

Career Awareness

Career Awareness can be described as the "readiness level" of career education. At this level, students become aware of the knowledge, skills, processes and attitudes that will eventually allow them to make some tentative, broad career choices. Career awareness begins in early childhood and is emphasized in elementary schools.

To the language arts instructor, career awareness involves activities and experiences that allow students to develop basic communication skills. These activities may involve the producer life role in some way or they may not. What is important is that these activities must teach communicating as a career skill; a skill or set of skills that plays an important role in the students' career development. Elementary teachers must know the importance language arts plays in providing the foundation for each student's career development, that a student's effectiveness in the producer or any other life role depends upon a strong language arts foundation. In gaining this foundation it is important for elementary students to experience activities that teach the ways in which listening, speaking, reading and writing skills relate to their present and future roles as a citizen, consumer, family member, individual, learner and producer.

Many activities that combine career education with language arts are available to the elementary teacher. Student activities can be varied and exciting and can provide the motivational factor in the learning process. Activities can range from reading classified ads to writing short stories and poems about jobs, tools or workers. They can include interviewing peers, family members, teachers and community persons about their jobs and the influences their jobs have on the rest of their lives. Students can fill out job applications for classroom jobs or help with career related bulletin boards. Activities of this type offer students an opportunity to use language arts skills in career related experiences. A more expanded activity, the phrase card activity, offers elementary students instruction in a specific language arts skill (sentence structure) as well as practice in listening, reading, speaking and problem solving.

Phrase Card Activity

Developed by: John Young, Springfield Public Schools
John Davies, Junction City Public Schools

For grades: 3-6

Objective: Students will be able to match a card containing a subject phrase with a card containing a predicate phrase in order to form a complete and true sentence.

Skills
Involved: Sentence structure, reading, listening, speaking, problem solving.

- Content:** Language arts and career and occupational information.
- Materials:** Approximately 30 3" x 5" cards.
- Procedure:**
1. Prepare two sets of cards, each a different color. On one set of cards place subject phrases of a complete sentence on individual cards. Place the predicate phrases on the other set. Complete all the cards using about 15 sentences. Sentences can be about occupations, tools, etc.
 2. Pass all cards out to the students.
 3. Have the students move to each other, comparing cards until all cards are matched. Students will then read their sentences.
 4. Stress the terms, "subject phrase," "predicate phrase," and the idea that these two together form a complete sentence.
 5. Identify complete true sentences and sentences that are complete but perhaps not true.
 6. Students can discuss the occupations listed on subject phrase cards and identify how reading, writing, listening, speaking, etc., are important to that occupation.

• Card 1

A real estate agent
 A mechanic
 A mother
 A father
 A teacher
 A secretary
 A firefighter
 A farmer
 A plumber
 A news reporter
 A hammer
 A saw
 A carpenter
 A screwdriver
 A custodian
 A principal
 A librarian
 A doctor
 A TV repairperson
 A dentist
 A baker

Card 2

might sell us a home.
 might use a wrench.
 can cook a good meal.
 can also cook good meals.
 helps us learn to read.
 uses a typewriter.
 puts out fires.
 provides us with food.
 fixes leaks.
 tells us about our world.
 is used for pounding.
 can be used to cut boards.
 might use a saw.
 can be used to tighten things.
 cleans the school.
 runs the school.
 helps us find books.
 prevents illness.
 fixes TV sets.
 fixes cavities.
 uses lots of flour.

Often correct matches can be made in more than one way. For nonreaders or for variety, use pictures: hammer—nail; saw—board; milk—cereal; baker—bread; and teacher—chalkboard.

- Follow-up Ideas:**
1. Students can write their own sentences, properly divide them into subject and predicate and put them on cards.
 2. A Bingo-type board can be developed with predicate phrases in the squares. The teacher may read a subject phrase aloud. The students may

then cover a predicate phrase that completes the sentence correctly. Game continues until someone covers a row or column of squares.

3. Place all the subject cards face down in columns on one side of a table and predicate cards face down on the other side. Students play a "Concentration" type matching game by turning over first a subject card, then a predicate card. Students keep the proper matches but must turn back the others. This game also builds memory skills.
4. Students could develop many predicate phrases for the same subject phrase.

This activity offers an integrated career education/language arts learning experience for elementary students. The activity develops knowledge of sentence structure, understanding of subject and predicate phrases, as well as reading, listening and speaking skills. (See Suggested Language Arts Skills, pp. 17-18 especially SK: A 1.1; SK: B 1.3, 1.5; SK: C 1.1, 1.3; SK: D 1.1, 1.2, 1.3, 1.5; SK: E 1.1, 1.2; SK: F 1.1). Furthermore this activity provides the student with occupational information through the sentences used. As the follow-up activities are completed, students explore the language arts needs of the various occupations which were used in subject phrases. Activities of this type, activities that combine the teaching of language arts skills with career education concepts can and must be used in the elementary schools. It is through activities of this sort that students are prepared for their junior high experiences, both in language arts and career education.

Career Exploration

Career exploration occurs when basic awareness skills and knowledge have been acquired, allowing students to make tentative, broad career choices. This usually occurs during junior high. At this level opportunities to explore a wide variety of occupations must exist.

For the language arts teacher, career exploration includes experiences that allow students to explore occupations with language arts as a major focus. Examples include occupations within the categories of writing, teaching, advertising, broadcasting and secretarial/clerical work. Students may explore these occupational areas through reading, interviewing, field trips, on-the-job work experience (for short duration), "pen pal" relationships with workers in these fields or by going through the actual job application and interviewing process for a job in a language arts field. In addition, students should develop a realization of the importance of language arts in all occupations and in every aspect of the producer life role as well as an understanding of the importance of language arts in the other life roles. Language-arts-as-career skills cannot be overemphasized.

Since communicating is an important career skill and since language arts provides students with a variety of communication skills, the following activity serves as a good example of a career related language arts experience for the junior high student.

Problems, Concerns, and Conflicts in Communication

Developed by: Duane Altig, Parkrose Public Schools
Loretta Ness, Salem Public Schools

For grades: 7-8

Objective: Given the opportunity to experience the loss of a communication skill in completing a task, the student will be able to list on a worksheet problems, concerns and conflicts encountered in the loss of communication, and in a

group discussion relate how communication skills influence an individual's work.

Skills

Involved: Verbal and nonverbal communications skills.

Materials: Student Problems, Concerns and Conflicts Worksheets.

Procedure:

1. The teacher informs the students of a three-day, small group assignment. Any three-day assignment can be used (reports, reading, worksheets, etc.) but it is important that students work in small groups.
2. The teacher explains the Problems, Concerns and Conflicts Worksheet which will be kept each day by each student (see sample, page 30).
3. The teacher will explain that the problems, concerns and conflicts are to relate **ONLY** to the communication skills that are used or not used in completing the three-day assignment.
4. The teacher then explains that each day there will be certain restrictions placed in communicating when completing the task.

Suggestions: Day One: No speaking or sounds (grunts, moans, noises, etc.)

Day Two: No writing (notes, drawings, etc.)

Day Three: No gesturing (no using hands, eyes, arms, legs, facial expressions, etc.)

5. After the third day students relate their problems, concerns and conflicts to each other in small groups or in a large group discussion.
6. The class discusses the need for a variety of communication skills in completing work tasks both at school and in actual occupations.
7. Follow-up involves on-site interviewing or researching handicapped workers (can't speak, gesture, read, see, listen) in various occupations.

In this activity students not only are able to gain a better understanding of the need for communication and language arts skills involved in completing work tasks, but are also able to explore a variety of occupations in which these skills are needed or not needed. The three day task involved can include any language arts project assignment and can utilize any specific language arts skills (see Suggested Language Arts Skills, pp. 17-18). As various restrictions are placed on the use of certain communication skills students are gaining an understanding of the importance of listening, speaking, reading, and writing skills needed to complete work tasks. As students research workers with communication handicaps and various occupations, this importance is reinforced.

As junior high students explore various occupations and identify the language arts skills required by those occupations, as they identify their own language arts strengths and weaknesses, they will begin to make more specific career choices. As the student moves into high school he/she will be ready to enter a career preparation program.

STUDENT PROBLEMS, CONCERNS AND CONFLICTS WORKSHEET

(Sample)

Day 1 – 2 – 3 (Circle one)

PROBLEMS Not knowing what is going on. What to do. How to do it.	
CONCERNS About completion of the task. Not being understood, etc.	
CONFLICTS In dealing with materials, students or teachers.	
How could these problems, concerns or conflicts have been solved w/o the restrictions?	
What occupations could you work at if you could not speak? Write? Gesture?	

Career Preparation

Career preparation usually occurs during high school. At this stage, students are ready to make some career choices within a general career cluster and should have opportunities to begin building an educational program around these choices.

During their high school experience students have opportunities to choose course work within a career cluster or grouping of occupations such as health occupations, mechanics, forestry or business. Course work is designed to meet the students' educational needs within their chosen cluster. Students may also be involved in a community work experience that provides them an opportunity to further explore an occupation.

The language arts teacher can provide individual assistance to these students by providing them with opportunities to explore the language arts requirements for occupations within their chosen cluster. Language arts departments can develop courses for each cluster contained in their high school. These courses can prepare students with a general background of the language arts knowledge and skills utilized in the occupation within each cluster.

At this point it is important that language arts skills and instruction be aimed at the specific needs created by the student's occupational or career goals within a chosen cluster. Language arts in the high school should address itself to the specific needs of its students as they prepare for a chosen career and as they develop as individuals. At the high school level these specific language arts needs can best be met by various elective courses, courses that provide language arts skills that serve the student in his/her role as a citizen, consumer, family member, individual, learner and producer.

Good examples of a high school career education/language arts program are seen in the following planned course statements (pages 33-35). These statements were taken from *Complete Course Outline for Career English* prepared by Lois Barber, Cascade High School.

Each of the planned course statements represents a planned experience to meet the language arts needs of students with differing career goals. These courses offer career education to students within the context of the high school language arts program, while at the same time they meet individual student's needs.

Career specialization occurs after students have made a career choice and have begun formal training for that career. This specialized training can occur on the job, in the military, at a trade or technical school, through apprenticeship programs, or at the community college or university level. The student's success in this specialization process will greatly depend upon the career and basic education skills acquired in the public schools. The importance of language arts as a career skill will be readily evident to these students as they move through their career specialization programs.

The career development process is a lifelong process. People continually gain new experiences and new awareness and they explore new career areas. This ongoing process prepares them for making new career choices at any stage in their lives.

Students at all grade levels, in public schools and beyond, should be aware of the importance of language arts as career skills. It is not enough that students know they must read and write in order to get a job. They must be provided with experiences in various occupational and life situations that allow them to discover the language arts needs in those areas. They need to be guided into courses that will help them achieve their identified personal goals. Language arts teachers must not only provide each student with meaningful language arts experiences but must ensure that those experiences have real and personal meaning related to each student's career and life goals.

Many things influence career development: home, community, family, friends and environments. In studying language arts a student's career development is influenced by the reading, writing and communication skills learned. Students ought to be aware of the influence each of these skills has on their career development. Any language arts program that provides students with planned experiences leading to an understanding of the relationships existing between program content, student development and life roles has integrated career education.

In order for career development to occur by choice, not chance, there needs to be strong and comprehensive career education for all students. Career education should begin at the earliest possible age and continue throughout the entire formal schooling process. Language arts plays a major role in that process.

PLANNED COURSE STATEMENT

SAMPLE NO. 1

Area of Competency Personal Development

Grade Level 7 8 9 10 11 (12)

Required ☒

Elective ☐

Area of Study Language Arts

Course Title Career English (Technical)

Prerequisites Composition 1 or Journalism 1

Credit $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ (1)

Course Description:

This course is for seniors whose educational goals project one or two years beyond high school graduation. Those planning to attend business, beauty, technical, or vocational colleges will improve their language skills and study habits prior to college entry.

Rationale:

Competencies in language skills are of vital importance to the person who plans to prepare for a vocation that brings him/her into daily contact with people. Success in a technical career depends not only upon an individual's talent in a specialized field, but also upon his/her ability to relate to the public that he/she serves. Therefore, every student should benefit from consistent and varied activities in language skills that require at least an 80 percent proficiency to be acceptable for the course. If necessary, this goal will be achieved through repeating lessons, retesting, rewriting and other second trials.

Course Goals:

At the completion of this two semester course the student will:

1. demonstrate mastery of spelling, punctuation and capitalization. (SK: D 1.2, 1.4)*
2. demonstrate vocabulary growth through correct pronunciation and application. (SK: D 1.2; SK: C 1.1)
3. demonstrate improvement in reading skills. (SK: C 1.1, 1.2, 1.3, 1.4, 1.5)
4. demonstrate proficiency in independent study skills.
5. collect and organize pertinent information for evaluation. (SK: F 1.1, 1.2)
6. speak competently in individual and group situations. (SK: B 1.5)
7. write correctly and concisely in preparing any business letters and forms. (SK: D 1.6)
8. employ language skills in problem solving. (SK: E 1.1, 1.2)
9. analyze and evaluate various forms of the media. (SK: E 1.6; SK: F 1.5, 1.6)

*See Suggested Language Arts Skills, pp. 17-18.

Learning Activities:

1. Individual oral recitation
2. Individual speeches
3. Group discussion
4. Note-taking from listening
5. Reading for speed and comprehension
6. Reading for critical analysis
7. Vocabulary development
8. Writing (typing) business forms and letters
9. Problem solving
10. Collecting and organizing materials
11. Writing persuasive essays

PLANNED COURSE STATEMENT

SAMPLE NO. 2

Area of Competency Personal Development

Grade 7 8 9 10 11 (12)

Required ☒

Elective ☐

Area of Study Language Arts

Course Title Career English (Applied)

Prerequisites _____

Credit $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ (1)

Course Description:

This course is for seniors whose educational plans will be completed with high school graduation. All communication skills will be renewed through practical application to the world of work. Progress will be individually charted with independent study a major objective.

Rationale:

Competition for jobs is especially keen among those applicants having no training beyond the high school. Competencies in communication skills are extremely valuable in securing and maintaining employment. Therefore 80 percent mastery of most activities will be considered minimal. If necessary, this goal will be achieved through repeating lessons, retesting, rewriting and other second trials.

Course Goals:

Through experiences that are simulations of the world of work the student will:

1. demonstrate ability to listen purposefully and perform the task indicated. (SK: A 1.1, 1.2, 1.3)*
2. demonstrate ability to speak appropriately in a specific setting. (SK: B 1.1, 1.2, 1.3, 1.4, 1.5)
3. demonstrate ability to read for understanding by completing a variety of activities. (SK: C 1.3, 1.5)
4. demonstrate ability to reason by identifying specific problems and formulating logical solutions (SK: E 1.1, 1.2; SK: F 1.1, 1.2, 1.4)
5. demonstrate ability to write correctly and appropriately for specific formats (SK: D 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
6. demonstrate ability to work independently in organizing and compiling materials.
7. demonstrate vocabulary growth through correct pronunciation and application. (SK: C 1.2, 1.3, 1.5)

*(See Suggested Language Skills, pp. 17-18.)

Learning Activities:

1. Individual oral recitations
2. Simple speeches
3. Listening skills
4. Reading skills
5. Problem solving
6. Telephone techniques
7. Writing sentences and summaries
8. Preparing business forms and letters
9. Developing a layman's vocabulary
10. Collecting and organizing materials.

PLANNED COURSE STATEMENT

SAMPLE NO. 3

Area of Competency Personal Development

Grade Level 7 8 9 10 11 (12)

Required ☒

Elective ☐

Area of Study Language Arts

Course Title Career English (Academic)

Prerequisites Composition I or Journalism I

Credit $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ 1

Course Description:

This composition course is for seniors who plan to attend four-year colleges or universities. Writing skills will be reinforced and vocabulary will be extended as the student progresses through sentence patterns and paragraph development to short essays. One research paper observing standard manuscript form rounds out the course. Prior to college entrance examinations, the students will acquire proficiency in taking verbal aptitude tests.

Rationale:

The college-bound student needs to learn how to write clearly, concisely and effectively, drawing from his own personal experiences as well as from his analysis of professional works and collected data. In addition to perfecting his writing skills, he also needs to improve his study skills; he needs to become independent and resourceful in order to adapt to the educational environment of the college campus. Since the college bound student will be in competition with the top ten percentiles once he enrolls in an academic program, minimum competencies are set for 90 percent in most assignments. If necessary, this goal will be achieved through repeating lessons, retesting, rewriting and other second trials.

Course Goals:

At the completion of this semester course the student will:

1. demonstrate mastery of spelling, punctuation and capitalization. (SK: D 1.2)*
2. recognize and write effective sentence patterns (SK: D 1.1, 1.3)
3. know how to develop a paragraph (SK: D 1.1, 1.2, 1.3, 1.4)
4. demonstrate style in writing through a conscious choice of vocabulary, sentence structure and paragraph development. (SK: D 1.1, 1.2, 1.3, 1.5)
5. write and revise short argumentative themes. (SK: E 1.1, 1.2)
6. prepare a research paper according to standard manuscript form (SK: E 1.1, 1.2, 1.6, 1.9, 1.10, 1.11-SK: F 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 1.10, 1.12)
7. demonstrate improvement in taking college board tests that are vocabulary-oriented (SK: C 1.2)
8. demonstrate vocabulary growth through correct pronunciation and definition of professionally prepared programs (SK: C 1.2)
9. demonstrate proficiency in independent study skills.
10. demonstrate improvement in critical reading. (SK: F 1.5, 1.6)

*(See suggested Language Arts Skills, pp.17-18.

Learning Activities:

1. Individual oral recitation
2. Group discussion
3. Note-taking from listening
4. Reading for speed and comprehension
5. Reading for critical analysis
6. Vocabulary development
7. Verbal aptitude test
8. Writing expository essays
9. Preparing research paper

RESOURCES

The ERIC System

What is ERIC?

ERIC is a national information system supported by the National Institute of Education for providing ready access to results of exemplary programs, research and development efforts, and related information that can be used in developing more effective educational programs. Through a network of (specialized) centers or clearinghouses, each of which is responsible for a particular educational area, current significant information relevant to education is monitored, acquired, evaluated, abstracted, indexed and listed in ERIC reference products. Through these reference publications any educator, anywhere in the country, has easy access to reports of innovative programs, conference proceedings, bibliographies, outstanding professional papers, curriculum-related materials and reports of the most significant efforts in educational research and development, regardless of where they were first reported. ERIC is an acronym for EDUCATIONAL RESOURCES INFORMATION CENTER.

How to use ERIC

Each month the latest documents entered in the ERIC collection are abstracted and announced in *Resources in Education*, which indexes each citation by subject. Using the subject headings, you can find documents to meet your information need. For your convenience, there is an annual index giving the entries for the past year, or if you prefer, you can request a computer search of the ERIC file.

ERIC services in Oregon

ERIC microfiche collections and computer search services are available at a number of colleges, universities and public libraries throughout Oregon. For the most current information regarding access to any component of the ERIC system call the Oregon Department of Education Resource Center at 378-3566.

Other Resources

Language Arts, formerly known as *Elementary English*, is a magazine published by the National Council of Teachers of English. It is published monthly, September to May, and is available with NCTE membership. Contact the language arts specialist, Oregon Department of Education, 378-3602, for information.

This journal features one to two topics of concern each month by publishing articles written by classroom teachers, college educators and administrators. These articles deal with tried and successful language arts ideas, procedures and techniques. It is an excellent source for teachers to get ideas to use tomorrow in their classes.

The English Journal is a magazine published monthly, September through May, by the National Council of Teachers of English and is available with individual or institutional membership. Contact the ODE language arts specialist at 378-3602.

Articles featuring a variety of aspects of English teaching as well as general topics in the field are usually submitted by middle, junior and senior high school teachers. Different focused or thematic editions, announced five to eight months in advance, are scheduled each year; the January issue usually features descriptions of new products and publications. It is an excellent source of ideas, techniques, materials and current practices in the teaching of English.

The International Reading Association now has more than 130 publications which examine numerous topics in reading. From 10 to 15 new individual professional publications are issued yearly. For information regarding publications write:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Oregon Competency-Based Education Resource Guide
Northwest Regional Educational Laboratory
3000 Market Street NE, Suite 323
Salem, OR 97301

This is a listing of competency-based products and procedures as they are being developed in a number of districts in Oregon. The publication lists what some districts are doing in outcomes or goals, measure of goal attainment, instruction related to outcomes, methods for record keeping, administration procedures for handling of information, material and personnel in a goal-based system of instruction.

K-12 Course Goals in Language Arts, a project of Clackamas, Multnomah, and Washington counties, in cooperation with the State Board of Education, the Office of the Superintendent of Public Instruction of the State of Washington and the U.S. Department of Health, Education and Welfare.

This is a goal-based system publication listing sample course goals for a comprehensive taxonomy of language arts. It is completely coded for use in designing various language arts programs. Specific information can be obtained from the Multnomah County Intermediate Education District, PO Box 16657, Portland, OR 97216.

Introduction to Goal-Based Curriculum and Instruction
Cliff Ferry
Tri-County Goal Development Project
Multnomah County Intermediate Education District
Portland, OR 97216

This is a publication intended for administrators and teachers. It lays down a foundation of thought that justifies the use of a goal-based system of instruction. In addition, the publication stresses the importance of assessment as a step toward implementing a goal-based system of instruction. Steps for implementing a goal-based system of curriculum and instruction are carefully presented.

APPENDICES

The following self-evaluation checklists are included to help the principal, the department chairperson and the teacher realize the scope of their influence on a particular language arts program. In addition it is hoped that these educators might, from time to time, use the checklist in deciding how well they are functioning in relation to each particular item. Educators may refer to Appendix IV as a sample informal reading inventory instrument.

I. CHECKLIST A
LANGUAGE ARTS

Department Chairperson Self-Evaluation Checklist

Rating scale—circle the appropriate number. Each item should be rated from 1 to 4 as follows:

- | | |
|----|-----------------|
| 1. | Poor or missing |
| 2. | Fair |
| 3. | Good |
| 4. | Excellent |

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | Holds frequent staff meetings that are reasonably brief and to the point. |
| 1 | 2 | 3 | 4 | Uses these meetings to consider significant issues affecting students, to present guest speakers or demonstrations. |
| 1 | 2 | 3 | 4 | Works at getting the staff to respond openly on issues either as individuals or as a group. |
| 1 | 2 | 3 | 4 | Visits classes frequently. Has established a trust relationship with his/her colleagues and has developed organized procedures of observation and discussion clearly understood by all the staff. |
| 1 | 2 | 3 | 4 | Is aware of the strong and weak areas of every individual on the staff. |
| 1 | 2 | 3 | 4 | Urges each teacher to develop a written course of study within the framework of the program and district level goals in language arts. Provides assistance as needed. |
| 1 | 2 | 3 | 4 | Acquaints staff with new effective teaching strategies, particularly approaches that make use of multimedia. |
| 1 | 2 | 3 | 4 | Assists teachers in planning field trips two weeks ahead of time. |
| 1 | 2 | 3 | 4 | Advocates the premise that the total school is an educational environment; therefore, all teachers should be concerned with student activities that occur outside as well as inside their classrooms. |
| 1 | 2 | 3 | 4 | Works to have staff members help shape school policy. |
| 1 | 2 | 3 | 4 | Motivates teachers to attend professional meetings. |
| 1 | 2 | 3 | 4 | Keeps staff informed of current national and state trends in language arts. |
| 1 | 2 | 3 | 4 | Works out satisfactory schedules for visitors and student teachers. |
| 1 | 2 | 3 | 4 | Serves as a liaison between teachers and administrators, particularly when feedback from both sources is needed for good communication. |
| 1 | 2 | 3 | 4 | Helps administrators understand the teaching methods and techniques of each individual on the staff. |

- 1 2 3 4 Makes supplies, books and other teaching equipment available to teachers.
- 1 2 3 4 Develops organized procedures for taking inventories, replacing books and ordering new books.

II. CHECKLIST B

LANGUAGE ARTS

Teacher Self-Evaluation Checklist

Rating scale—circle the appropriate number. Each item should be rated from 1 to 4 as follows:

- | | |
|----|-----------------|
| 1. | Poor or missing |
| 2. | Fair |
| 3. | Good |
| 4. | Excellent |

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | Plans instruction in terms of course goals, activities, performance indicators, measurement techniques. |
| 1 | 2 | 3 | 4 | Makes course goals relevant to program and district-level goals. |
| 1 | 2 | 3 | 4 | Considers student needs, interests and experiences as factors when selecting content of instruction. |
| 1 | 2 | 3 | 4 | Includes districts' essential skills in course activities and instruction. |
| 1 | 2 | 3 | 4 | Uses a variety of activities and assignments and groupings of students to individualize instruction as much as possible. |
| 1 | 2 | 3 | 4 | Guides and encourages students in a variety of ways to improve their reading ability. |
| 1 | 2 | 3 | 4 | Attempts to improve student study skills. |
| 1 | 2 | 3 | 4 | Provides students with opportunities to practice informal as well as formal types of writing. |
| 1 | 2 | 3 | 4 | Helps students use a variety of sentence structure as well as choose precise words. |
| 1 | 2 | 3 | 4 | Works continually with students on spelling and punctuation. |
| 1 | 2 | 3 | 4 | When appropriate includes oral language skills in instructional units. |
| 1 | 2 | 3 | 4 | Provides instruction in critical listening wherever possible. separately and with other language arts skills. |
| 1 | 2 | 3 | 4 | Makes special effort to help those students who need special instruction in reading and study skills. |
| 1 | 2 | 3 | 4 | Uses educational media and materials properly. |
| 1 | 2 | 3 | 4 | Attends professional meetings that relate to his or her particular instructional interest. |
| 1 | 2 | 3 | 4 | Attends workshops for new ideas and refreshment. |

- 1 2 3 4 Consults with members of the department who are teaching the same units.
- 1 2 3 4 Does a certain amount of writing for pleasure and/or professional sharing.
- 1 2 3 4 Belongs to a professional language organization.
- 1 2 3 4 Uses "professional" leave days for self-improvement as a language arts instructor.
- 1 2 3 4 Avoids overinvolvement in his profession, does not lose contact with the "real" world.
- 1 2 3 4 Provides students with a variety of quality instructional materials.
- 1 2 3 4 Organizes a system that assesses individual student performances, identifies individual student needs, and adapts instruction to that individual's need.
- 1 2 3 4 Maintains cumulative records of student's progress in each course.
- 1 2 3 4 Makes careful checks to determine reading comprehension level of each student.
- 1 2 3 4 Works with students, to develop desirable speech habits in the classroom.
- 1 2 3 4 Works with students to improve their ability to write clearly, correctly, and effectively.
- 1 2 3 4 Includes listening skills whenever possible in instruction.
- 1 2 3 4 Works with students to apply critical reading skills to the interpretation of literature.
- 1 2 3 4 When appropriate uses media such as filmstrips, TV, radio, records, etc., in the instruction of works of literature.
- 1 2 3 4 Teaches the use of library and reference resources in relation to needs.
- 1 2 3 4 Assists students not only to become proficient in the essential skills in writing but to help them when possible to become competent in developing a clear individual writing style.

III. CHECKLIST C

LANGUAGE ARTS

Principal/Curriculum Director Self-Evaluation Checklist

Rating scale—circle the appropriate number. Each item should be rated from 1 to 4 as follows:

1. Poor or missing
2. Fair
3. Good
4. Excellent

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | Meets regularly with department chairperson within the building to review progress toward curriculum goals. |
| 1 | 2 | 3 | 4 | Has a sound knowledge of the district language arts program as well as a specific knowledge of the language arts program at his or her particular school. |
| 1 | 2 | 3 | 4 | Provides coordination and communication between departments. |
| 1 | 2 | 3 | 4 | Has an organized system of teacher evaluation and visits classes and observes teaching. |
| 1 | 2 | 3 | 4 | Is responsible for making sure that Planned Course Statements and written courses of study are available. |
| 1 | 2 | 3 | 4 | Regularly reviews student evaluation data; i.e., test scores and informal evaluations with department chairperson or teacher. |
| 1 | 2 | 3 | 4 | Works to establish clear communication between counselors and department members. |
| 1 | 2 | 3 | 4 | Keeps staff informed concerning changes in curriculum programs, i.e., Revised State Standards, etc. |
| 1 | 2 | 3 | 4 | Regularly reviews progress and completion of student competencies within building and monitors progress. |
| 1 | 2 | 3 | 4 | Regularly reviews budget expenditures to insure equity among departments in disbursement of funds. |
| 1 | 2 | 3 | 4 | Provides opportunities for students and parents to understand and react to school language arts program. |

IV. SUGGESTIONS FOR CONSTRUCTION, ADMINISTRATION AND SCORING OF THE INFORMAL READING INVENTORY

PURPOSES of Informal Reading Inventory: To establish a pupil's independent, instructional, frustration, and capacity reading levels to be defined and to analyze word recognition and meaning difficulties.

CONSTRUCTION

1. Stick to one series of graded books if possible, one that the pupil has not already read.
2. Use one selection from approximately the same portion of the books at each level of the series. The selections should be comparable in form and content.
3. The length of the selections may vary. They will usually be shorter in the simpler books and longer in the more advanced books. The selections may come from the beginning, middle or end of the stories, but they should be "complete units" if possible. If a selection is used from the beginning of a story, you can always tell or read the rest of the story to the pupil. If a selection is used from the middle or end of the story, you can relate the story up to that point for the pupil before he/she begins reading.
4. You will need to include selections from your pupils' independent reading level through his/her capacity reading level.
5. Set a general motive for the reading of each selection.
6. Construct questions (any number you desire and a different number for each selection if you wish) for each selection dealing with literal, interpretive and evaluative meanings. Match the difficulty of the questions with the difficulty of the selections that they accompany. You may have to rely on pictures as the basis for questions at the preprimer, primer and first reader levels.
7. Type the selections and questions on sheets of paper. The pupil will read from the books while you record reading errors and answers to questions on the typed sheets. Indicate the number of words included in each selection.

ADMINISTRATION

1. The Informal Reading Inventory must be administered individually.
2. The pupil reads orally at sight, without preparation. This is a test, not an instructional lesson.
3. Establish the pupil's independent, instructional, frustration (these will be consecutive levels), and capacity reading levels according to the following criteria:

Reading Level	% Pronunciation	% Understanding	Example
Independent	99	90 plus	2-2 and below
Instructional	95 (90-99) (depending)	75 plus	3-1
Frustration	90 minus	75 minus	3-2
Capacity	-----	75 plus	6-1

(In practice, establish the instructional reading level in the light of all available information, and then arbitrarily assign the levels above and below as the frustration and independent reading levels.)

To Establish Word Recognition and Meaning Deficiencies at Instructional Level

1. Errors to be recorded in a cumulative list include mispronunciations, substitutions, spontaneous corrections and rejections. Do not record repetitions, omissions, insertions and changes of word sequence.
2. The listing of word pronunciation errors emerging from the extensive reading at the instructional reading level should include the word in the book, the error committed and a complete inventory of the phonic and structural elements involved. Also, account for configuration, picture and meaning clue problems when and where applicable. After the list has been completed, it should be summarized under appropriate headings and a summary sheet made up. Do not analyze errors made at any level except the pupil's instructional level.
3. The questions asked on the extensive reading at the instructional level should be scored and a summary sheet compiled indicating the kinds of meanings involved in all the questions and the number of questions missed of each kind. (Proportion)
4. The only level at which it is fair to analyze a pupil's word recognition and meaning problems is at his instructional reading level. At any other level the results are spurious and meaningless. (This has implication for the use of standardized reading tests for this purpose.)

Note Carefully

No matter how much time you spend on the Informal Reading Inventory, remember that your results are but rough estimates at best (as they are with standardized tests). Each book the pupil is given to read should be tried out for suitability and adjustments should be made as needed.